

MINUTES
May 20-21, 2004
Yakima Convention Center
Yakima, WA

May 20, 2004

Members Present:	Terry Bergeson	Rebecca Bowers
	Beverly Cheney	Carol Coar
	Roger Erskine	Ken Evans
	Sheila Fox	Vicki Frei
	Tim Knue	David Koyama
	Gloria Mitchell	Kathryn Nelson
	Jamila Norris	Sharon Okamoto
	Karen Rademaker-Simpson	Martha Rice
	Ron Scutt	Dennis Sterner
	Helen Nelson-Throssell	Yvonne Ullas

Members Absent: Carolyn Bradley

Staff Present:	Jennifer Wallace	Esther Baker
	Lin Douglas	Cathy Mack

CALL TO ORDER

Vice Chairman Dennis Sterner called the meeting to order at 8:45am.

ANNOUNCEMENTS

Dennis introduced and welcomed David Koyama as a new member on the Professional Educator Standards Board. David currently serves as Principal of Lynnwood Intermediate in the Edmonds School District, and is a faculty member for Danforth Educational Leadership Program at the University of Washington.

Jennifer introduced Esther Baker as the new Program Director for Teacher Assessments. Esther joins the PESB from the Olympia School District where she most recently served as a support to principals and teachers in School Improvement and WASL preparation. Prior to that assignment, she served as Principal of Pioneer Elementary School in Olympia.

APPROVAL OF THE AGENDA AND MINUTES

MOTION: To approve the agenda. Motion carried.

MOTION: To approve the minutes of March 23-24, 2004 as written. Motion carried.

BOARDSMANSHIP REVIEW

Diane Prigge, representing the Governor's Boards and Commissions Office, reviewed the roles and responsibilities of serving on a Board. She stressed the importance of not only attending meetings, but being prepared and reviewing the materials beforehand. It is each of the members' responsibility to stay focused on the agenda and to be involved with discussion. The authority to act is given to the Board as a whole. She reviewed the laws that pertain to public Boards and cautioned Board members to not be in a group to where a quorum would be present at a social function. Board members should avoid conflicts of interest.

CODE OF ETHICS

Discussion was held on the current Code of Ethics.

MOTION: To remove the paragraph in question and replace it with the following statement.
Motion carried.

"Members will be prepared for participation at board meetings. Questions that arise due to lack of preparation should be resolved outside office meeting time, e.g. during breaks, before, or after board meetings."

ALTERNATIVE PATHWAYS TO ADDING ENDORSEMENTS TO A TEACHING CERTIFICATE

Jennifer gave an update on Adding Endorsements to a Teaching Certificate, explaining the current WAC, and reviewing again the recommendation given to the State Board of Education to consider specific rule language relating to WAC 180-82A-204(2), which would require solely the passing of the state approved subject knowledge test in order to add an endorsement in a compatible field.

Also discussed and updated was the current consideration of Pathway #2 & #3.

Pathway #2 is a site-based demonstration of instructional methodology which includes successful completion of Professional Certification CLIP and PIP, and portions of the pedagogy assessment. The candidate must be sponsored by a district. A question was then raised about the private school sector. The subcommittee will add "private school" in the language when referring to "district" involvement.

Pathway #3 recommends completion of an approved program, including endorsements that are unique and very different from the teacher's current endorsement.

The next steps will be to reconvene the advisory group for the following:

June	Pathway #1 recommendations to the State Board of Education
May-July	Convene deans of education/directors of teacher education programs for recommendations on uniform fees and credits
July 14	Subcommittee meeting
July 15-16	Full Board discussion – Decision on Pathway #2 & #3
August	Recommendation of Pathway #2 & #3 submitted to the State Board of Education

At this point, the Board took 30 minutes and broke into groups to discuss the Pathway #1 endorsement.

The Board reconvened and discussed their findings. Their recommendations are as follows:

Option1 changes:

Chemistry - move math to Option 1

Early Childhood Ed - move Elementary Ed to Option 2

Designated World Languages - Option 1 – French, German and Spanish (no change here)

MOTION: To approve the recommended changes to Option 1. Motion carried.

PESB LEGISLATIVELY-DIRECTED STUDY: IMPROVEMENTS IN PRESERVICE AND IN-SERVICE POLICY RELATED TO MATH INSTRUCTION

Included in the Board package were several articles that focus on preservice and in-service policy related to math instruction.

Carol Coar gave a brief report on: *National Commission Mathematics and Science Teaching for the 21st Century. (2000). Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century. Washington, D.C.: Education Publications Center, U.S. Department of Education. (2000).*

Kay Nelson reported on: *Education Trust. (2000). Add It Up: Mathematics Education in the U.S. Does Not Compute. Thinking K-16. (Summer). Washington, D.C.: Author.*

Helen Throssell gave a brief summary on: *Mathematical Sciences Education Board, Center for Education, National Research Council (2001). Improving Mathematics Education: Resources for Decision Making. Washington, D.C.: National Academy Press.*

Sheila Fox reported on: *National Academy of Sciences. (2001). Adding It Up: Helping Children Learn Mathematics. Washington, D.C.: Author.*

Jennifer reported on the math study the legislature has assigned the PESB in ESHB 2459 Supplemental Budget Bill related to improving teacher knowledge and skills in mathematics. The goal is to develop specific implementation strategies to strengthen mathematics initiative by improving teacher knowledge and skill, including:

- Teacher preparation program approval standard changes / certification requirement changes;
- State-established standards to guide the approval of professional development providers and offerings related to mathematics;
- Development of new expertise credentials

Jennifer also presented information on current preservice and in-service requirements for math teachers.

She then reviewed a list of questions to be addressed as part of the PESB study to help guide and assist in the development of recommendations.

The Board then broke into two groups, a preservice and an in-service group to discuss the questions and begin developing recommendations.

Preservice Group

Lin Douglas reported back on behalf of the preservice group. They felt this issue is overall a K-20 “systems” problem. There is a need for articulation between K-12 student performance expectations and the standards/competencies driving the preparation of math teachers. Recommendations from the group include:

- Collecting math course syllabi from teacher preparation programs; conduct analysis to determine comparability across programs and to identify gaps
- Explore differential pay options for math teachers
- Discontinue K-8 endorsement in favor of K-6 --- need middle-level teachers to possess greater math competency than K-8 endorsement provides
- Need to link high-quality math instruction to student achievement data
- Review WEST-B – compare with skills required on WASL
- Revisit middle-level endorsement competencies for math

In-service Group

Carol Coar reported back on behalf of the in-service group. Questions that arose in that group:

- Depth versus breadth – do we know which knowledge and skills in math are most crucial / where teachers should be focusing?
- Are the knowledge and skills aligned with what we are asking of kids?
- Do we have a good needs assessment for what teachers need?
- Clock hour provision – are there policy barriers for districts?

Other issues raised by the group:

- Agreement that there is wide consensus re: need for professional development very rooted in school and district improvement plans. However, traditional difference between school/district-based staff development, and individual teacher pursuit of continuing education for certificate maintenance/renewal. Possible repercussions in limiting individual teacher ability to determine their own professional growth?
- There is a lack of relationship between current “standards” for providers and what elements we know comprise high-quality professional development.
- State needs to take the lead in letting folks know what high quality professional development is available and where.

Jennifer then asked for volunteers to serve on a subcommittee for this study.

The volunteers are:

Rebecca Bowers

Carol Coar

Roger Erskine

Ken Evans

Sheila Fox

David Koyama

Kay Nelson

Helen Nelson-Throssell

Ron Scutt

Yvonne Ullas

UPDATE: ALTERNATIVE ROUTES / REGIONAL CONSORTIUM

Lin Douglas gave a presentation on Alternative Routes, sharing the results of a survey given to various institutions as to whether they would recommend this program. The survey revealed a high interest among those surveyed, a high caliber of candidates, a high rate of program completion, and a high rate of early exit. The survey also showed increased demand among those without current access to an alternative routes program. A major goal for next year is to use technology to increase access and opportunities for those in remote areas.

Optional Evening Review

This will be a very casual meeting to review the process for setting cut scores; percentage of the alignment between the tests and Washington's endorsement competencies; and comparison of cut scores to other states (state averages).

May 21, 2004

Members Present:

Rebecca Bowers	Beverly Cheney
Carol Coar	Roger Erskine
Ken Evans	Sheila Fox
Vicki Frei	David Koyama
Tim Knue	Gloria Mitchell
Kathryn Nelson	Helen Nelson-Throssell
Jamila Norris	Sharon Okamoto
Karen Rademaker-Simpson	Martha Rice
Ron Scutt	Dennis Sterner
Yvonne Ullas	

Members Absent:

Terry Bergeson	Carolyn Bradley, Chair
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Staff Present:

Jennifer Wallace	Cathy Mack
Esther Baker	Lin Douglas

RESULTS & RECOMMENDATIONS OF PASSING SCORES FROM PRAXIS II STANDARD SETTING AND VALIDATION STUDIES

Lori Ingwersen with ETS gave a presentation on the results of the Standard Setting and Validation study completed on the Praxis II test. She first explained the process in which the panel is chosen and the process they go through. A typical day contains an overview of the study, training of the panelist, taking into consideration operational judgments, and job relevance ratings. There are a minimum of 10 people on a standard panel, with diversity among the panelists, and typically they are practicing licensed teachers. Also discussed was the study methodology and documentation on how the licensing agency arrives at a final passing score. She then presented how the recommended study value is determined and explained in depth the results for each test, taking into consideration gender, ethnicity, the median score per gender and ethnicity, and the state in which the test was given. She then presented the panel's recommendation of passing scores for each of the following categories:

- | | | |
|-----------------------|------------------------|--------------------|
| • Agriculture | • Chemistry | • Driver Education |
| • Marketing Education | • Middle Level Science | • Physics |

After much discussion, Dennis recommended that the Board get into groups of two or three to discuss each subject matter cut score and recommend approval or change.

PUBLIC TESTIMONY

There was no public testimony.

SETTING OF PRAXIS II CUT SCORES

Discussion continued on the Praxis II cut scores. Each category was discussed in detail with the following recommendations and action:

Agriculture

Panel recommends 520 as the passing score.

MOTION: *To approve the panels' recommendation of 520. Motion carried.*

Chemistry

Panel recommends 155 as the passing score.

MOTION: *To lower the passing score to 152. Motion carried.*

Discussion followed.

Marketing

Panel recommends 640 as the passing score.

MOTION: *To accept the panels' recommendation of 640. Motion carried.*

Science

Panel recommends 145 as the passing score.

MOTION: *To accept the panels' recommendation of 145. Motion carried with eighteen yays and two nays.*

Physics

Panel recommends 140 as the passing score.

MOTION: *To accept the panels' recommendation of 140. Motion carried.*

Traffic Safety-Drivers Education

Panel recommends 150 as the passing score.

MOTION: *To accept the panel's recommendation of 150. Motion carried.*

EXECUTIVE DIRECTOR REPORT

Jennifer gave a report on the PESB budget and encouraged those interested in attending conferences or ordering publications, to do so as soon as possible as we are nearing the end of the fiscal year.

Jennifer also informed the Board about the upcoming Data Working Group meeting and explained the goals and objectives of this meeting. She extended the invitation to attend the meeting to all Board members.

UPDATE: WEST-B/PRAXIS II

Jennifer reported on the work of the Technical Advisory Committee, sharing with the Board the meeting summary from the March 26th meeting, in which all members received a copy.

She briefly explained the West-B/West-E Appeals Process memo enclosed in the Board's package.

Also discussed was a survey given to various institutions addressing:

- 1) Access and opportunity for applicants to Washington teacher preparation programs required to take the WEST-B basic skills test, who are currently residing in other States.
- 2) The State Board of Education requested study of “on-line” delivery components of teacher preparation programs leading to residency certification.

Special Recognition

Dennis announced that this is Helen’s last Board meeting. Dennis presented her with a plaque for her years of service and dedication on the Board.

RECIPROCITY FOR OUT-OF-STATE CANDIDATES FROM NON-ACCREDITED, NON-HIGHER EDUCATION PROGRAMS

Arlene Hett, Director of Professional Education and Certification, addressed her support for proposed change in State Board rule that would remove the requirement that certified teachers from other states applying for certification in Washington have to have completed a regionally-accredited higher education teacher preparation program. She discussed the imperfect nature of reciprocity between states, and the difficulty that teachers who have had successful teaching experience, but do not meet current Washington requirements, have in becoming certified in our state. Concern was raised that the change in WAC is not allowing individuals who have completed ABCTE or other programs that required only a test to become certified, to have reciprocity in Washington. Arlene responded that the change in WAC would retain the requirement that teachers complete a supervised internship as part of their preparation program, and that they have had 3 years of teaching experience, if the program they completed was not regionally accredited.

One suggestion made by a PESB member was to add the requirement that the applicant's district verify positive evaluation of their teaching.

Other members expressed concern about the inequity between requirements for instate and out-of-state. We don't certify in-state individuals who have not completed a regionally-accredited program.

Carol Merz from University of Puget Sound voiced support for the change in WAC given the requirement of completion of a supervised internship.

Gary King from WEA stressed that quality is important regardless of how this decision is made - need to be fair and flexible to those coming from other states.

WEST-B EXEMPTIONS:

Carol Merz, from the University of Puget Sound addressed the Board with her concerns about the requirement that applicants to graduate-level programs take the West-B. She feels it is inappropriate to require students who have successfully passed the GRE to take the West-B test.

The GRE is designed for graduate school admission. She felt that asking these students to take both the West-B and GRE is insulting.

She distributed a chart with the scores for students who have taken both tests and how they compare. Currently, only PLU and UPS students have these comparison scores. She further thinks it would lower the expectations of the students if she tells them they have to take the West-B in place of the GRE.

MOTION: *For the PESB to authorize staff to study this issue of the two tests with a recommendation and vote by the September meeting. Motion carried.*

NEXT MEETING

July 15-16, 2004, Phoenix Inn – Olympia.

ADJOURN

The Vice Chair adjourned the meeting at 2:25pm.